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| **Learning Target:**  Level 1: I will be able to identify the three states of matter.  Level 2 : I will be able to observe a simple experiment ( Solid turning into ice).  Level 3: I will identify some properties of matter. |
| **Learning Objectives:**  Students will be able to differentiate between a solid, liquid, and gas. Students will be able to give examples of changes in states of matter from heating and cooling. |
| **How does this lesson address our 2016-17 Instructional focus (*student-to-student communication*)?**  Students will work together and talk about what they know about the states of matter and share out with the group. Students will be able to differentiate between a solid, liquid, and gas. Students will be able to give examples of changes in states of matter from heating and cooling. |
| **IEP Goals:**  Students will work on their IEP goals. |
| **CCLS** : **CCSS.ELA-LITERACY.RST.9-10.1**  Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. |
| **Vocabulary**:  Solid, liquid, gas, bend, shape, rigid, mass, water vapor, texture, property, milliliter. |
| **Materials**:  Pictures of state of matter, real objects in the classroom, Smartboard. |
| **Procedure**   * 1. ***Anticipatory Set (Hook):***   I will tell your students that they will be learning about the states of matter.  Ask them if they know what the 3 states of matter are.  List the three states of matter on the board.  ***Whole Group/Modeling:***  Ask them if they know what the 3 states of matter are.   * Explain to your students that a **solid** is something that has a shape and takes up space. I will have students come up with examples, and write them on the board and offer examples, such as desks, books, and chairs. * I will remind students that a **liquid** is something that doesn't have a shape but takes up space, such as water and juice and then ask them to come up with examples of liquids. List them on the board. * Explain to your students that a **gas** has no shape and doesn't take space, such as air. Tell your students that air is made of gases, and they can't be seen.   ***Guided Practice****- Ask one of the students to name the three states of matter he/she knows to the peers. Have the students identify different properties these materials have. I will ask students to complete the Solid, Liquid, Gas worksheet with a partner and go over the worksheet as a class.*  ***Independent Practice-*** Students are going to complete their worksheets in their groups by what they observed and learned from the lesson. Ask your students to complete the What is Solid?, What is Liquid?, and What is Gas? Worksheets and go over these worksheets with your students. |
| **Differentiation:** Students that are nonverbal will be getting images to communicate when I ask them how they can create their own shapes according to their level.  I will Instruct my students to research what would happen to their body without liquids.  Worksheets were also differentiated. The lower level students were given more visuals and the higher level students were given more complex tasks. Paras will monitor independent workers and small group. Teacher will assist students with the use of manipulatives. |
| **Para Responsibilities:** Facilitating and encouraging the turn and talk, helping students count, match, redirecting the students to complete worksheet**.** |
| **Assessment**: At the end of the class I will ask the students to talk about one thing they learned.  Students will self -assess the way they worked by using the self -assessment sheet with points. |
| **Homework (HW):**  Students will be asked to give an example of a time when a solid can change into a liquid.  I will have them explain when a liquid can change into a gas and instruct to write down the answers on a sheet of paper. |